DOCUMENT RESUME

ED 400 930 PS 024 413

AUTHOR Akimoff, Kimberly G.
TITLE Parental Involvement: An Essential Ingredient for a Successful School.
PUB DATE May 96
NOTE 29p.; Master's Thesis, Dominican College.
PUB TYPE Dissertations/Theses - Masters Theses (042) -- Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Academic Achievement; Elementary Education; *Family School Relationship; Parent Influence; *Parent Participation; *Parent School Relationship; Parent Student Relationship; *Parent Teacher Cooperation; Performance Factors; Private Education; *Student Behavior; *Teacher Attitudes; Teacher Expectations of Students

ABSTRACT

This study examined how teachers in a Christian school in the North Bay, California, area, perceive the academic and behavioral performance of students whose parents are involved in the school compared to the performance of students whose parents are not involved. Parental involvement includes parents attending parent-teacher conferences, open houses, classroom activities and events; keeping in touch with the teacher through phone calls and notes; volunteering in the classroom; and being a guest speaker. Parents also demonstrate their involvement by reviewing the child's schoolwork, reading with the child, and monitoring the child's academic progress. Behavioral performance refers to the student's ability to interact socially with other students and to comply with teacher expectations. Seven kindergarten through sixth-grade teachers (Caucasian female) in a Christian school were asked to fill out questionnaires and to answer interview questions regarding the importance of parental involvement. The results of the study indicated that parental involvement is essential in helping children achieve optimum success in school, both academically and behaviorally. The results suggest that parental involvement should be encouraged in the classroom and at home for a number of reasons, including: (1) parental involvement sends a positive message to children about the importance of their education; (2) parental involvement keeps the parent informed of the child's performance; and (3) parental involvement helps the school accomplish more. The appendices contain the letter of invitation to participate in the study, the questionnaire, the questionnaire results, and the interview questions. (AA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

PS

ED 400 930

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Parental Involvement: An Essential Ingredient for a Successful School

Running Head: Parental Involvement

By

Kimberly G. Akimoff

A Thesis Presented to the Faculty of the Dominican College Department of Education in Partial Fulfillment of the Requirements for the Degree of Master in Science in Education: Curriculum and Instruction

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Kimberly G. Akimoff

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

San Rafael, CA

May, 1996

PS 024413

BEST COPY AVAILABLE

Abstract

It has been noted that parental involvement plays an important role in a child's academic and behavioral success. The purpose of this study is to show the relationship between parental involvement and the child's academic and behavioral success. Elementary teachers were asked to fill out questionnaires and answer interview questions regarding the importance of parental involvement. The results were similar to other studies done on parental involvement. This study has found that students whose parents are involved, tend to do better both academically and socially compared to their peers whose parents are not involved.

About the Author

Kimberly Akimoff is a teacher at a Christian school in Northern California. She has a background in elementary education and psychology. She completed her Masters of Science degree in Curriculum and Instruction at Dominican College in San Rafael.

She chose the topic to link parental involvement with the child's academic and behavioral performance because she noticed a difference in academic success among students in her classes. She wanted to find out if parental involvement had any effect on the child's success.

Parents who read no books cannot expect schools to make their children enthusiastic readers, and parents who watch television every moment of every evening cannot expect their children to prefer spending their own evenings doing homework. Regardless of the quality of your children's schools and teachers, your children's academic performance will ultimately reflect their intellectual life at home.

- H. G. Unger

Acknowledgements

I would like to thank the following people for their support and encouragement in this research: Dr. Barry Kaufman for his help and support of this study and Dr. Madalienne Peters for her help, support, encouragement, and for taking the mystery out of statistics and research for me. I would like to thank my co-workers for being willing to participate in this study. I would also like to thank my parents and family for their encouragement and understanding throughout the entire research process. Without their help this would not have been possible.

Table of Contents

I.	Title Page	1
II.	Abstract	2
III.	Acknowledgements	5
IV.	Table of Contents	6
V.	Introduction	7
VI.	Statement of the Problem	7
VII.	Rationale	7
VIII.	Background and Need	8
IX.	Review of the Literature	8
X.	Methodology	15
XI.	Results and Discussion	17
XII.	References	22
XIII.	Appendix A: Letter of Invitation to Participate	23
XIV.	Appendix B: Questionnaire	24
XV.	Appendix C: Questionnaire Results	26
XVI.	Appendix D: Interview Questions	27

Introduction

It has been noted in the literature and generally accepted that parents who are involved with their children's education tend to have children who do better in school. A parent's view of education has an effect on a child's view of school. Parents who take an active part in their children's education usually have children who are self-confident, socially adjusted, and tend to excel academically.

Statement of the Problem

Do students whose parents are involved in their education perform better academically in school than students whose parents are not involved in school? Academic performance, for the purpose of this study, is measured by report card grades and teacher observations.

This study examines how teachers in a Christian school perceive academic and behavioral performance of students whose parents are involved in schools with students whose parents are not involved in school. The term involvement includes parents helping in the classroom, spending time with the child daily working on schoolwork, projects and so on. Parents also demonstrate their involvement by reviewing the child's schoolwork and monitoring academic progress. Behavioral performance refers to student ability to interact socially with other students and comply with teacher expectations regarding acceptable classroom behavior. This study examines the role parental involvement plays in a child's educational success.

Rationale

Research has found that in order for students to achieve success, schools need the support of parents (Hepworth Berger, 1991). From the time of birth the child is constantly learning new things. The parent is the child's primary teacher until the child enters school, usually at the age of five, when a second teacher is introduced to the child. From that point on the child has two primary

teachers offering guidance and training. If the child is getting mixed messages from home and school, the child will soon be confused and begin to doubt one of the teachers. However, if the parents are involved in the school, and take an active part in their child's education, the child will receive a consistent message that school is important. The child will take pride in school work and feel a heightened sense of self-worth.

Background and Need

Greenwood and Hickman (1991) have found that parental involvement does play a key role in students academic success. Research has documented that contributions of parental involvement have had positive outcomes. According to Greenwood and Hickman the outcomes have been:

1. higher academic achievement;
2. student sense of well-being;
3. student school attendance;
4. student and parent perceptions of classroom and school climate;
5. positive student attitudes and behavior;
6. student readiness to do homework;
7. increased student time spent with parents;
8. better student grades;
9. higher educational aspirations among students and parents;
10. parent satisfaction with teachers (Greenwood, 1991, pp.279-280).

Hypothesis

It is hypothesized that if school personnel and parents work together then children are likely to experience success in school.

Review of the Literature

A review of the literature addresses the areas of parental involvement, the role(s) each person plays, the child's success, both academically and behaviorally,

the importance of parental involvement and the effect of parental involvement in school success.

Parental Involvement

Parental involvement includes attending parent-teacher conferences, open houses, classroom activities and events, keeping in touch with the teacher through phone calls and notes, volunteering in the classroom, and being a guest speaker for the class. Parental involvement also goes beyond the boundaries of the school and into the homes where parents are willing to help their child with a homework assignment, or read to their child or have their child read to them.

Researchers have tried to classify the types of parental involvement and have identified six types of parental involvement; the parent as teacher of their own child, classroom volunteer, paid paraprofessional, learner, decision maker, and audience (Greenwood, 1991). "A two-part distinction emerges between (a) those parent activities aimed primarily at strengthening the overall school program and only indirectly toward helping the parent's own child (e.g., advisory, volunteering, fund raising, and advocacy activities); and (b) those parent activities that involve assisting one's own child (e.g. helping with homework, meeting with teachers, and attending school events)" (Greenwood, 1991, p.281). The role of parental involvement has shifted over the years from parents involved in helping the whole school program to parents helping their own child.

Parental involvement can range from helping a child on a homework assignment to serving on the school board. The more a parent becomes involved the more likely the child will succeed both academically and socially. Research has also shown that the sooner a parent becomes involved with the school the more likely the child is to succeed.

The Teacher's Role

Teachers play a vital role in parental involvement. Research has found that teachers who believe in their own teaching effectiveness are more likely to include parents in the following areas; parent-teacher conferences, parent volunteering, parent tutoring, parent home instruction, and parent support. Socioeconomic status of the schools was also a good predictor of parent involvement. The higher the socioeconomic status of the school the higher the rate of parental involvement, the lower the socioeconomic status of the school the lower the rate of parental involvement. All elementary teachers at one point or another involve parents in parent-teacher conferences and in messages sent home through the child. Teachers learn how to conduct a parent-teacher conference and how to effectively communicate with parents. However, there are other types of involvement where parents may need some encouragement to become involved.

In "How To Talk So Kids Can Learn" (1995), Faber and Mazlish tell a story about a teacher in a small town, who is determined to get parents involved in school. At the first PTA meeting of the year only a handful of parents show up and the teacher starts questioning the school's parent-teacher communication efforts. Researchers recruit two teachers and a few parents to plan monthly activities, each month bringing in a few more people to help. As the parents realize the school staff wants them to become involved, the PTA membership grows. The teacher found out that some of the parents could not read. This led to organizing a reading class for the parents, which turned into a full adult education program. The students saw their parents studying at night, and as a result, were encouraged to try harder in school. The last PTA meeting of the year was completely full. A teacher taking the initiative and encouraging parents to get involved can change a school.

The role of the teacher is to communicate with the parents, and to actively encourage parents to become involved with helping in the classroom, helping their child at home, becoming involved in the Parents Club, sitting on the school board, helping plan fund raisers, and so on.

The Parent's Role

The role of the parent is as a nurturer and educator. The parent is the child's first educator. Research has shown that children whose parents are actively involved in their education do better in school. Parents can choose to become directly involved in what will help their child or become involved on a greater level where their child is helped indirectly. Parents need to take an active part in their child's education, whether it be helping with a homework assignment or helping out in the classroom. Parents need to be visibly involved so their child can see them helping out and taking an active part in the school. Research has shown that teachers and parents who work together result in "children's significantly increased levels of self-esteem, motivation to learn, improved academic attitudes, and higher levels of reading achievement" (Rioux, 1980, p.222). It also helps students develop a respect for the school, individual rights, and property rights.

According to "What Did You Learn in School Today?" (1991), educators are encouraging parents to become more involved in their children's education. It is a call to parents to take control at home and make sure their child is getting enough sleep, eating a well balanced diet, not watching too much television, and monitoring their child's homework. Parents need to encourage their child to work harder when they bring home poor grades and not blame the teacher or the school.

> Parents who read no books cannot expect schools to make their children enthusiastic readers, and parents who watch television

> every moment of every evening cannot expect their children to prefer spending their own evenings doing homework. Regardless of the quality of your children's schools and teachers, your children's academic performance will ultimately reflect their intellectual life at home (Unger, 1991, p.7).

Parents need to be careful about their opinion of school. School, unfortunately, is not a pleasant memory for everyone. It is common knowledge that some people hated school because of a certain teacher, or some of the subjects taught did not make sense to them, or they were picked on in school by either a teacher or fellow students. It is very important to avoid passing a negative view onto your child. Some parents may be afraid of school; the classroom or the principals's office brings up bad memories. Parents need to be encouraged to overcome these fears and become involved.

The Child's Role

The role of the child is to see the parents and teacher working together for what is best for the child. The child can sense if the parent and teacher do not agree, and then may choose to take sides.

The child's academic and behavioral success depends on the role the parent and teacher play. The child has a greater chance of achieving success if the parent is actively involved. Research has shown the younger a child is when the parents get involved the greater the chance of receiving optimum success. Children are great imitators- what they see their parents do they most likely will do also.

History

Parental involvement has been around since the beginning of time. As stated in The Elementary School Journal (1991), in ancient cultures parents were the nurturers and educators of their children. Children were taught at home

until formal education outside of the home was introduced as early as 3787-1580 BC. Children were seen as the future, "the bearers of the culture" in Greek societies. During the Middle Ages infancy lasted from birth to seven years, during those seven years children were taught by their parents. At the age of seven, they were expected to act as miniature adults. By the seventeenth century, John Amos Comenius and John Locke recognized the importance of children's interaction with parents and care givers. During this time childhood began to be viewed as a special time in life. Rousseau, and Pestalozzi, are where we get the foundation for todays emphasis on parental involvement. Rousseau described children as "needing freedom to grow untainted by society," and he admonished mothers to "cultivate, water the young plant before it dies. Its fruits will one day be your delights....Plants are shaped by cultivation and men by education"(Berger, 1991, p.211). Rousseau did not practice what he wrote about, but Pestalozzi read Rousseau's work and used his principles on raising his own children. Pestalozzi saw the mother as the child's first educator. "As the mother is the first to nourish her child's body, so should she, by God's order, be the first to nourish his mind" (Hepworth Berger, 1991, p.211).

Contemporary Theories

During the nineteenth century three theories of child rearing came to the United States. According to The Elementary School Journal (1991), there were the Calvinist which required strict guidance by the parents and obedience by the child. The second theory stated that children were basically good and was based on the ideas of Rousseau, Pestalozzi, and Froebel. Froebel felt parents played a vital role in childhood education. With his kindergarten movement here in the United States came an emphasis on parental involvement. The third theory came from John Locke who viewed children as influenced by their environment. Parent involvement in schools was started by middle-class parents who believed

children were basically good. The use of kindergartens had two roles: 1. to start the child on the pathway to education, and 2. to train new immigrants and lower-class families the culture of their new country and parenting skills. The Parent-Teacher Association was founded in 1897 and, along with other organizations, offered parenting classes and support for parents. By the 1920's there were twenty-six parent organizations. By the 1930's parent education courses were being offered by the schools. During the depression, nursery schools were added to the school system.

In the 1940's parent education continued to grow, despite World War II. Child care services were set up to allow mothers to help with the war effort. Between the 1930's and 1940's the social health of children became important. The 1950's was a time of recovering from the war. Schools were consolidated and children had to travel farther to get there. Parental involvement decreased as school administrators became more authoritative. Three major changes took place in the 1960's. Head Start was established in 1965 after research showed that early childhood education helped benefit the child's development. Head Start offered three ways for parents to become involved and empowered parents to help make decisions. Cultural diversity also emerged during this decade. The third change was that the whole family should be offered support.

During the 1970's, parents were included on boards in federally funded programs. Public Law 98-199 "provided for parent training to increase the effectiveness of parents working with the staff of their child's school" (Hepworth Berger, 1991, p.215). During the 1980's books and articles were published giving parents suggestions for participation. Programs were developed to help the families reinforce at home what the child was learning at school.

Looking Towards the Future

The 1990's hold a new challenge. The problems of today are different from those in the past. We have teenagers raising their own children, homes where both parents work, single parent homes, families living below the poverty level, and modern day technology that reduces the number of jobs available to the unskilled. Parent involvement needs to go beyond the role a parent plays. Parents need to be encouraged to participate in child raising classes, especially those who are poor or very young parents.

The effect of parental involvement will be evident over the next few years. Children are the future of this nation. In order for this nation to continue to grow and flourish, schools and parents must concentrate more on working together for the children's education. The review of the literature shows that children whose parents are involved achieve more both academically and socially. Both parents and teachers must work together to offer a continuing education and support for children of all races and economic backgrounds. Teachers cannot accomplish this task on their own, and neither can parents. Working together we can continue what was started back in ancient cultures. "No school can properly educate your children without your full cooperation as a parent" (Unger, 1991, p. 7). The child has parents as educators for a lifetime. The twelve years spent in school are the years that shape the child both academically and socially, therefore it is vitally important that parents be involved throughout this entire process. Once a child turns eighteen and graduates from high school it is almost impossible to reshape education to what the parent wanted the child to learn.

Methodology

Human Subjects Consideration

To ensure the protection of the rights of human subjects, this research study adhered to the ethical standards of the American Psychological Association

(APA, 1994). Prospective subjects were informed of the general matter of this study, its basic purpose, rights to confidentiality, and researcher's availability to answer questions before, during, and after this study. Names of the subjects were not used, and prospective subjects agreed to participate in this study. The opportunity to learn the results of this study were made available. Participants could withdraw at any time.

Subjects

The subjects are seven elementary teachers from a Christian school in the North Bay. They are all Caucasian female teachers who have been teaching for at least five years, and are all in their forties. Five of the subjects attend the church that sponsors the school, the other two subjects attend churches of the same affiliation. Six of the subjects are married and have children. Five subjects have children that attend the school they work for, one subject has children that attend a public school, and one subject has no children. The subjects all have valid California credentials.

Fellow teachers served as subjects. Each subject was given a brief description of the study and the option of participating. The grade levels range from kindergarten through sixth grade. Seven of the eight teachers at the school agreed to participate.

Materials

The instruments used in this study are a twenty item questionnaire and seven interview questions. The questionnaire addressed teacher perceptions of the role of parental involvement. Similar statements are restated in order to get a consistent response from the subjects. Several questions were directed toward the impact of single parent households on school achievement.

The interview questions were designed to create an overall picture of how teachers perceive parental involvement and the effect they have on a child's

success in school. There is no right or wrong answer to these questions. The questions were left open-ended to find out what other issues the subject perceives to affect parental involvement and the effect it has on a child's success.

Results and Discussion

The results from the questionnaire and interview questions showed that parental involvement is important. Of the twenty questionnaire statements, two were answered the same, nine were all a form of agree, either strongly or slightly, two were all a form of disagree, either strongly or slightly, and seven varied from strongly agreed to strongly disagreed.

All of the subjects strongly agreed that parent - teacher communication plays an important role in student success at school. All subjects slightly disagreed that parents who do not take an active interest in their child's education produce children who do well in school.

The subjects all agreed in some way that parent volunteers in the classroom are helpful; students whose parents are involved get along better with other children; a positive attitude in the parent produces a positive attitude in the child; children do better in school, both academically and behaviorally if their parents are actively involved; parent and child attending school functions together helps to develop school spirit; parent attitude towards education affects the way a child perceives school; and parent support of the teacher has a positive impact on academic performance and student behavior. The subjects all disagreed in some way that well adjusted children come from a one parent home and that parent/teacher communication does not affect student's academic and behavioral performance. The subjects' responses to the following ranged from strongly agreed to strongly disagreed: well adjusted children come from a two parent home; students with no parental involvement are disruptive in class; children whose parents are not involved do poorly in school; children whose parents help

out in the classroom tend to do better academically and socially; parental involvement produces children who do well in school; non-parental involvement produces children who do well in school; and children whose parents spend time with them doing homework, do better academically in school.

The interview questions were similar in some areas and varied by grade in other areas. Kindergarten and sixth grade had the highest percentages of parent involvement. Parental involvement in kindergarten ranged from going on field trips to helping out with special projects in the classroom, while in the sixth grade parent involvement ranged from helping out with field trips to parents coming in and talking about their jobs. The percentage of parents helping were lower for first through fourth grades. One of the reasons for this could be parents of kindergartners are new to the school experience and want to help out in their child's school, and parents of sixth graders realize this could be the last year to be really involved in their child's schooling before moving on to junior high school.

The subjects encourage parents to become involved in their child's education through constant communication. Most of the teachers encouraged the parents to get involved at Back to School Night. The teachers have sign up sheets for parents to volunteer to help in different areas including helping out in the classroom, correcting papers, coming along on field trips, teaching a skill to the class, a talk about their occupations, or helping with special projects. One of the subjects said she "gets the kids excited and hopefully they will pass that on to the parents- have kids <u>want</u> their parents there when we do special things or go places." Most teachers send home a monthly calendar of events in the classroom or a weekly update on how the child is doing. If a child is doing poorly, teacher initiated phone calls or notes are used to keep in contact with the parents. All of the subjects agreed that constant communication is a major key in encouraging parents to become involved.

Academic Performance

The academic performance of children whose parents are involved usually is better, however there are a few exceptions. In the lower grades children whose parents are involved do average or better in their work. They are more careful with their work and more capable of getting work done. In the upper grades it is not as clear cut. Two subjects said that they did not see a difference at all regarding parental involvement, but that it depended more on the child's personality. One of the subjects said that several parents that help out have students who are low academically. Parental involvement at the upper grade level is due in part to parents knowing that their child is struggling and want to help their child do better. In general it helps the child academically when parents are involved. As one subject said "Parents who are aware of their child's daily work tend to be more supportive and follow up more on paper re-dos, and so on."

According to the results of the interview questions, the academic performance of children whose parents are not involved is usually average or below. However, some do well because of self-motivation. The competitive spirit of the child and the learning capacity of the child can enable the child to be successful in academics even though the parents are not involved. One of the reasons for parents not being involved is because they work; children who are in daycare from 7:30 a.m. to 6:00 p.m. do not do as well in school. When students are struggling academically, parental support is a key issue and involves willingness to help with work. Usually, parental help and awareness will bring up the grades.

Behavioral Performance

The behavioral performance of children whose parents are involved is usually better, however, there are exceptions. The difference is parents are usually supportive and willing to help remedy the situation or problem. Students

tend to be better listeners, more obedient and do better work. Support from home is a key issue. Consistency between home and school in regard to behavior expectations is also important. According to one subject "If the parent is involved and aware, the child usually behaves better knowing that the parent will follow-up." There are always exceptions.

The behavioral performance of children whose parents are not involved is likely to be lower and these children tend to cause more problems. The ones who are a constant problem or cause more problems are the ones where parents work long hours and are so busy that they either do not notice or just do not care. Some students are less interested in school and do not really care if they behave well or not. "If a parent shows no active involvement in their child's education, there can be a problem with the accountability of the child's actions."

Parent Involvement

Parent involvement in the classroom should definitely be encouraged. If a child does not have parental support, it is going to affect them for life. Parents need to know what is going on in the classroom and what better way to find out than by volunteering in your child's classroom. Volunteering in the classroom is not for every parent though; some children are too dependent on parents working in the classroom, and this can be detrimental to their learning.

Parental involvement at home tends to be a real strength providing communication between the classroom and the home. Communication is the big key in home involvement. Dinner conversations should include what happened at school that day and what they learned. Attitudes regarding school can be picked up by the student and parents taking an active interest in their child's education convey to the child that school is important. Parental involvement should be encouraged in the classroom and at home for a number of reasons: 1. sends a

positive message to child about the importance of his education; 2. keeps the parent informed of child's performance; and 3. helps the school accomplish more.

The results of this study show that parental involvement is an essential ingredient for a successful school. Schools and homes working together will help the child to achieve optimum success in school and to perform better both academically and behaviorally. Even though this study was small and biased, the results mentioned here can be applied to any school situation. Represented in this study is just a small section of the entire school population, many people hold other views than the subjects that were used for this study. Parental involvement can help in any school here in the United States, whether it be an inner city school or an elite private school, children need to know that their parents perceive school as being important enough to become involved.

REFERENCES

American Psychological Association. (1994). Publication Manual of American Psychological Association (4th ed.). Washington, DC: author.

Faber, A.; Mazlish, E. (1995). How To Talk So Kids Can Learn. New York: Simon and Schuster Inc.

Greenwood, G.E.; Hickman, C.W. (1991). Research and Practice in Parent Involvement: Implications for Teacher Education. The Elementary School Journal, v.91, #3.

Hepworth Berger, E. (1991). Parent Involvement: Yesterday and Today. The Elementary School Journal, v. 91, #3.

Rioux, W. (1980). You Can Improve Your Child's School. New York: Simon and Schuster Inc.

Unger, H.G. (1991). "What Did You Learn In School Today?". New York/Oxford: Facts On File.

Appendix A

LETTER OF INTRODUCTION

Dear Study Participant

This study is about the effect parental involvement has on a student's academic and behavioral performance.

The information collected will be used by Kim Akimoff as part of the requirement for the degree of Master of Science in Education at Dominican College of San Rafael, California. Participation by adults is completely voluntary and all information collected will be reported in group totals. You are free to decline to participate at any time during the study.

There should be no physical or psychological risks associated with participation in the study. If you have any questions, problems, or discomfort with the study, please contact the researcher immediately at (415) 485-3287.

The results of the study will be posted on a bulletin board by the School of Education office and at a separate location at your school site. All responses will be kept confidential which no one will see except for the researcher and the advisors. One year following the study the information will be carefully destroyed. You may keep this cover letter for future reference. If you choose to participate, please leave the attached slip in the box in the office.

Thank you in advance for your participation.
Sincerely,

Kimberly G. Akimoff
(415) 485-3287

Appendix B

QUESTIONNAIRE

Please rate the following questions from 0 to 5. Circle the answer that best describes what you see to be true in your classroom. The questionnaire should take no longer than 15 minutes to fill out. Thank you for your help with this study.

0 = not applicable 1 = strongly agree 2 = slightly agree
3 = agree 4 = slightly disagree 5 = strongly disagree

1. Parent volunteers in the classroom are helpful to the teacher.
   0 1 2 3 4 5
2. Students whose parents are involved with their education get along better with other children. 0 1 2 3 4 5
3. A positive attitude in the parent toward education will produce a positive attitude toward education in the student.
   0 1 2 3 4 5
4. Children who are well adjusted in school come from a one parent home.
   0 1 2 3 4 5
5. Children who are well adjusted in school come from a two parent home.
   0 1 2 3 4 5
6. Students whose parents are not involved with their education are disruptive in class. 0 1 2 3 4 5
7. Parent volunteers in the classroom are helpful to the students.
   0 1 2 3 4 5
8. Children whose parents take an active interest in their education do better both academically and socially.
   0 1 2 3 4 5
9. Parents who attend school functions with their children, help their children develop school spirit.
   0 1 2 3 4 5
10. Parents who are not involved in any way with their child's education produce children who perform poorly in school.
    0 1 2 3 4 5

11. Parents who do not take an active interest in their child's education produce children who do well in school.

0 1 2 3 4 5

12. Parent's attitude toward education affects the way a child perceives school.

0 1 2 3 4 5

13. Children whose parents help out in the classroom tend to do better both academically and socially.

0 1 2 3 4 5

14. Parents who are involved in school activities, clubs, etc. produce children who do well in school.

0 1 2 3 4 5

15. Parents who do not spend time with their children doing homework, produce children who do better academically in school.

0 1 2 3 4 5

16. Parent - teacher communication does not affect student academic or behavior performance.

0 1 2 3 4 5

17. Parent support of the teacher has a positive impact on student academic performance.

0 1 2 3 4 5

18. Parent support of the teacher has a positive impact on student behavior in the classroom and on the playground.

0 1 2 3 4 5

19. Parent - teacher communication plays an important role in student success at school.

0 1 2 3 4 5

20. Parents who spend time with their children doing homework, have children who do better academically in school.

0 1 2 3 4 5

Appendix C
Questionnaire Results

Questionnaire Results	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6	Subject 7
1. parent volunteers in classroom are helpful	3	3	3	1	1	1	2
2. students whose parents are involved get along better with other children	2	2	3	2	3	3	2
3. positive attitude in parent = positive attitude in child	3	1	1	1	3	1	2
4. well adjusted children come from a 1 parent home	5	4	4	4	5	5	5
5. well adjusted children come from a 2 parent home	4	4	4	2	3	3	3
6. students with no parental involvement are disruptive in class	2	5	4	2	2	5	3
7. parent volunteers in classroom are helpful to students	3	2	3	2	1	1	2
8. children do better in school, a & b, if parents are actively involved	1	2	2	2	3	3	1
9. parent/child attending school functions help develop school spirit	3	1	1	1	3	1	1
10. children whose parents are not involved do poorly in school	2	5	4	3	2	5	1
11. children whose parents are not involved do well in school	4	4	4	4	4	4	4
12. parents attitude toward education affects the way a child perceives school	1	1	1	1	1	2	1
13. children whose parents help out in the classroom tend to do better a&s	3	4	3	4	2	2	3
14. Parental involvement = children who do well	3	4	4	4	4	2	3
15. non parental involvement = children who do well in school	5	4	5	5	5	4	2
16. parent/teacher communication does not affect student a/b performance	5	5	5	5	5	5	4
17. parent support of the teacher has a + impact on academic performance	2	1	1	1	3	1	1
18. parent support of the teacher has a + impact on student behavior	1	1	1	1	3	1	1
19. parent/teacher communication plays an important role in student success	1	1	1	1	1	1	1
20. children whose parents spend homework time with parent do better acaden	2	2	1	1	2	1	4

BEST COPY AVAILABLE

Appendix D

Interview Questions

The following questions should take no longer than 45 minutes to answer.

1. What percentage (approximate) of parents actively help out in your classroom? How are they involved in the classroom?

2. How do you encourage parents to become involved in their child's education?

3. Describe the academic performance of children whose parents are involved.

4. Describe the academic performance of children whose parents are not involved.

5. Describe the behavioral performance of children whose parents are involved.

6. Describe the behavioral performance of children whose parents are not involved.

7. What is your view of parent involvement in the classroom, at home, etc.? Is it something you think should be encouraged? discouraged?